



Internal District Review Report

Name of Institution

Reviewed: Newport Independent School District

Date: February 8 – February 10, 2015

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Introduction

The KDE Internal District Review is designed to:

- provide feedback to Priority Schools regarding the progress on improving student performance during the preceding two years based on Kentucky assessment and accountability data
- inform continuous improvement processes leading to higher levels of student achievement as well as ongoing improvement in the conditions that support learning

The report reflects the team's analysis of AdvancED Standard 3, Teaching and Assessing for Learning. Findings are supported by:

- review of the 2012-2013 Leadership Assessment report
- examination of an array of student performance data
- Self-Assessment, Executive Summary and other diagnostics completed in ASSIST during the fall of 2014
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data collected in the fall of 2014
- principal and stakeholder interviews

The report includes:

- an overall rating for Standard 3
- a rating for each indicator
- listing of evidence examined to determine the rating
- Powerful Practices (level 4) and Improvement Priorities (level 1 or 2) also include narrative explanations or rationale based on data and information gathered or examined by the team

Standard 3: Teaching and Assessing for Learning

Standard 3: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	District Rating for Standard 3 2.92	Team Rating for Standard 3 2.25
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 2
3.1	<p>The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.</p> <p>Level 4 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p>Level 3 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p>Level 2 Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.</p> <p>Level 1 Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 2
3.2	<p>Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</p> <p>Level 4 Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 3 Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 2 School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.</p> <p>There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.</p> <p>Level 1 School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction, and assessment.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 2	Team Rating 2
3.3	<p>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p> <p>Level 4 Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional</p>		

	<p>resources and learning tools.</p> <p>Level 3 Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 2 Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 1 Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 2
3.4	<p>School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p> <p>Level 4 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 3 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 2 School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 1 School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 3
3.5	<p>Teachers participate in collaborative learning communities to improve instruction and student learning.</p> <p>Level 4 All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.</p> <p>Level 3 All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.</p> <p>Level 2 Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.</p> <p>Level 1 Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 2
3.6	<p>Teachers implement the school's instructional process in support of student learning.</p> <p>Level 4 All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.</p> <p>Level 3 All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with</p>		

	<p>specific and timely feedback about their learning.</p> <p>Level 2 Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.</p> <p>Level 1 Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 3
3.7	<p>Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.</p> <p>Level 4 All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.</p> <p>Level 3 School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.</p> <p>Level 2 Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.</p> <p>Level 1 Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 3
3.8	<p>The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.</p> <p>Level 4 Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.</p> <p>Level 3 Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.</p> <p>Level 2 Programs that engage families in their children's education are available. School personnel</p>		

	<p>provide information about children's learning.</p> <p>Level 1 Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 2
3.9	<p>The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.</p> <p>Level 4 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 3 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 2 School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 1 Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 2
3.10	<p>Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.</p> <p>Level 4 All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.</p> <p>Level 3 Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes,</p>		

	<p>and procedures are regularly evaluated.</p> <p>Level 2 Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.</p> <p>Level 1 Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 2
3.11	<p>All staff members participate in a continuous program of professional learning.</p> <p>Level 4 All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 3 All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 2 Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.</p> <p>Level 1 Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.</p>		

Indicator Rating	<input checked="" type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating 3	Team Rating 2
3.12	<p>The school provides and coordinates learning support services to meet the unique learning needs of students.</p> <p>Level 4 School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as</p>		

	<p>learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.</p> <p>Level 3 School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.</p> <p>Level 2 School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.</p> <p>Level 1 School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.</p>
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Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results; instructional quality; learner and family engagement; support services for student learning; curriculum quality and efficacy; and college and career readiness data. All key indicators of an institution's performance demonstrate an impact on teaching and learning.

School Performance Results

Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2013-2014	55.6	56.6	61.3	Yes	Yes	Yes
2012-2013	48.2	49.2	51.8	Yes	Yes	Yes

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End-of-Course Assessments at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	%P/D School (11-12)	%P/D State (11-12)	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)
English II	22.5	52.2	39.1	55.8	35.6	55.4
Algebra II	25.5	40.0	23.9	36.0	16.9	37.9
Biology	14.3	30.3	11.1	36.3	22.2	39.8
U.S. History	36.5	39.5	22.2	51.3	43.2	58.0
Writing	23.8	43.9	29.0	48.2	27.4	43.3

Language Mech.	37.0	50.7	37.8	51.4	29.0	49.9
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Average Score on PLAN, Grade 10, at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	14.8	16.1	15.4	16.6	14.6	16.5
Math	15.8	16.8	15.8	17.1	14.7	16.9
Reading	14.5	16.6	15.4	16.8	14.4	16.7
Science	16.8	17.9	16.5	18.1	16.2	18.1
Composite	15.6	17.0	15.9	17.3	15.1	17.2

Average Score on ACT, Grade 11, at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	16.6	18.4	16.0	18.4	17.1	18.7
Math	17.7	18.8	17.4	18.9	17.6	19.2
Reading	17.0	19.0	16.9	19.4	17.0	19.6
Science	18.6	19.1	18.0	19.5	17.0	19.6
Composite	17.6	19.0	17.2	19.2	17.3	19.4

School Achievement of Proficiency and Gap Delivery Targets (2013-2014)

Tested Area (2013-2014)	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	40.0	26.5	No	40.1	26.4	No
Reading	39.4	35.4	No	37.7	34.3	No
Math	40.6	17.5	No	42.4	18.5	No
Science	32.0	20.8	No	32.4	20.8	No
Social Studies	50.5	45.5	No	48.8	43.5	No
Writing	39.4	26.9	No	41.2	24.5	No

School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2013-2014)

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	53.2	53.3	62.5	Yes
Graduation Rate	85.6	85.8	87.5	Yes

Program Reviews 2013-2014						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/ Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	1.94	1.71	1.56	1.80	7.0	Needs Improvement
Practical Living	1.47	1.17	1.44	1.67	5.8	Needs Improvement
Writing	1.78	1.63	2.00	2.00	7.4	Needs Improvement

Summary of School and Student Performance

Plus

- The school has met its AMO, participation rate and graduation rate goals during each of the last two academic years.
- U.S. History has the highest percentage of proficient/distinguished students on the End-of-Course assessment.
- The school met its College and Career Readiness Delivery target with a margin of 0.1 points.
- The school met its Graduation Rate Delivery target by 0.2 points.
- The Writing Program Review indicated the strongest program with a value of 7.4 on a 12.00 point scale. Two of the standards groups scored 2.00, indicating a proficient rating.
- The Arts and Humanities (7.0) and Writing Program Reviews (7.4) both approached proficiency (8.0).

Delta

- Overall, the PLAN, ACT and End-of-Course assessment results for the school for the past three years have not met or exceeded the state averages in any tested area.

- No tested area shows a consistent and positive improvement trend in student performance for the same time span.
- The school's accountability measures rank it at the 23rd percentile of all Kentucky schools.
- Students did not reach the Proficiency or Gap Delivery targets in any content area. Social studies and reading were the areas where students were closest to meeting the Delivery target.
- Although the school met its College and Career Readiness and Graduation Rate Delivery targets, scores on both of these measures were below the state average.
- The Practical Living Program Review had a significantly lower score (5.8) than the other two Program Review areas. Within the Program Reviews, the weakest areas were the areas of formative and summative assessment. All three programs reviewed were classified as "Needs Improvement".

Stakeholder Survey Results

Indicator	Parent Survey		Student Survey		Staff Survey	
	Question	%agree/strongly agree	Question	%agree/strongly agree	Question	%agree/strongly agree
3.1	10	74.0	10	57.1	26	78.8
3.1	11	65.0	11	53.0	51	97.3
3.1	13	65.0	17	36.4		
3.1	34	71.7	32	63.1		
3.2	21	74.0	17	36.4	16	73.0
3.2					22	73.0
3.3	12	65.0	10	57.1	17	64.9
3.3	13	65.0	16	57.9	18	81.1
3.3	22	87.0	17	36.4	19	91.9
			26	68.6		
3.4					3	89.2
3.4					11	89.2
3.4					12	94.5
3.4					13	89.1

3.5	14	65.0	5	54.1	8	91.9
3.5					24	97.3
3.5					25	70.3
3.6	19	83.0	9	65.6	20	86.5
3.6	21	74.0	18	62.3	21	64.9
3.6			20	58.7	22	73.0
3.7	14	65.0	5	54.1	8	91.9
3.7					30	91.9
3.7					31	81.1
3.8	9	67.3	13	44.9	15	83.9
3.8	15	72.0	21	42.9	34	62.2
3.8	16	57.0			35	79.6
3.8	17	70.0				
3.8	35	72.7				
3.9	20	80.0	14	47.0	28	81.1
3.9						
3.10			22	62.3	9	89.2
3.10					21	64.9
3.10					23	91.9
3.11					32	89.3
3.11					33	89.2
3.12	13	65.0	1	70.9	27	73.0
3.12	23	76.0	17	36.4	29	86.5

Summary of Stakeholder Feedback

Plus

- 91.9% of staff agree/strongly agree with the statement, “All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.”

- 89.3% of staff agree/strongly agree with the statement, “In our school, all staff members participate in continuous professional learning based on identified needs of the school.”
- 89.2% of staff agree/strongly agree with the statement, “In our school, a professional learning program is designed to build capacity among all professional and support staff members.”
- 91.9% of staff agree/strongly agree with the statement, “Our school’s leaders support an innovative and collaborative culture.”
- 86.5% of staff agree/strongly agree with the statement, “All teachers in our schools use a process to inform students of their learning expectations and standards of performance.”
- 97.3% of staff agree/strongly agree with the statement, “All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.”
- 91.9% of staff agree/strongly agree with the statement, “In our school, staff members provide peer coaching to teachers.”
- 97.3% of staff agree/strongly agree with the statement, “The school uses data to monitor student readiness and success at the next level.”

Delta

- 62.3% of students agree/strongly agree with the statement, “All of my teachers fairly grade and evaluate my work.”
- 64.9% of staff agree/strongly agree with the statement, “All teachers in our school provide students with specific and timely feedback about their learning.”
- 36.4% of students agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
- 65.0% of parents agree/strongly agree with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction.”
- 42.9 % of students agree/strongly agree with the statement, “All of my teachers keep my family informed of my academic progress.”
- 57.1% of students agree/strongly agree with the statement, “My school provides me with a challenging curriculum and learning experiences.”
- 63.1% of students agree/strongly agree with the statement, “My school prepares me for success in the next school year.”
- 57.9% of students agree/strongly agree with the statement, “All of my teachers use a variety of teaching methods and learning activities to help develop the skills I will need to succeed.”

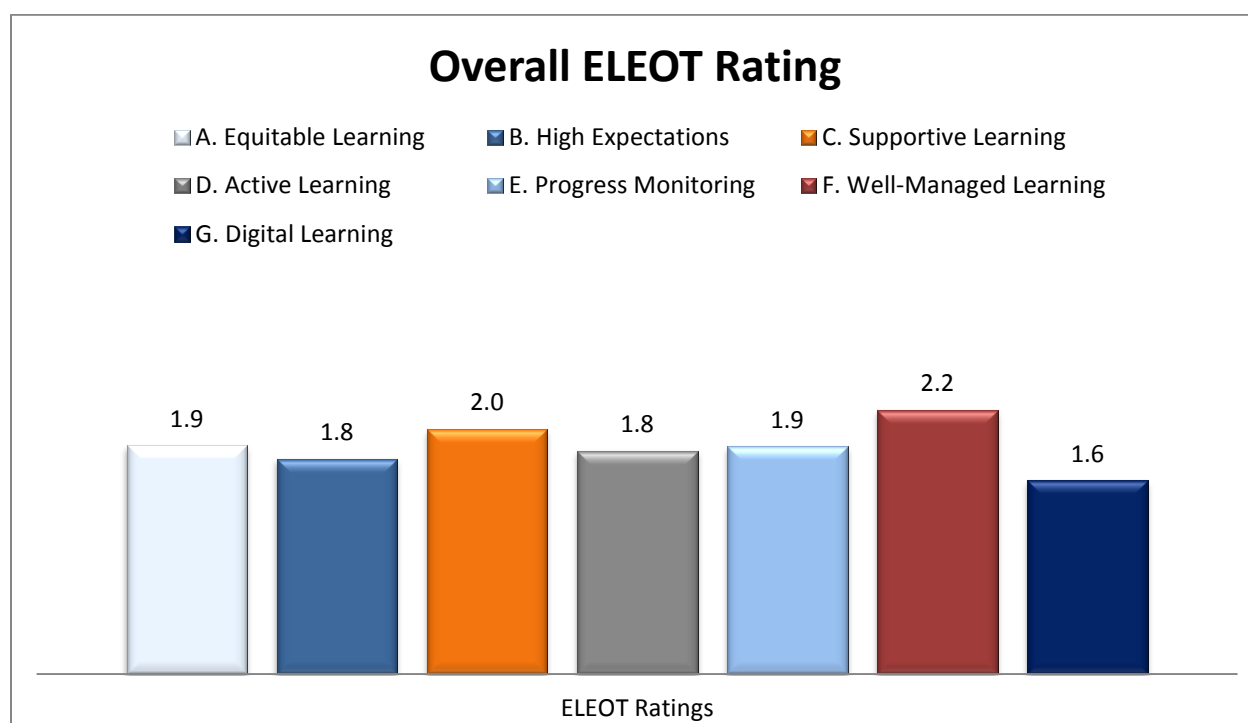
Effective Learning Environments Observation Tool (eleot™) Results

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes

place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam to use the eleot™ tool for observation. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4-point scale. During the review, team members conducted eleot™ observations in 38 classrooms.

The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in eleot™.



Summary of eleot™ Data

Equitable Learning Environment

Plus

- N/A—Percentages were not high enough to qualify as a plus.

Delta

- 18% of eleot™ classroom observations indicate that differentiated learning opportunities and activities that meet individual student needs are evident/very evident.

- 0% of eleot™ observations indicate students have ongoing opportunities to learn about their own and other's backgrounds/cultures/differences.

High Expectations Learning Environment

Plus

- N/A-- Percentages were not high enough to qualify as a plus.

Delta

- 8% of eleot™ observations indicate students are provided exemplars of high quality work.
- 18% of eleot™ observations indicate that students are engaged in rigorous coursework, discussions and/or tasks.
- 11% of eleot™ observations indicate that students are asked and respond to questions that require higher order thinking (e.g., applying, evaluating, synthesizing).

Supportive Learning Environment

Plus

- N/A-- Percentages were not high enough to qualify as a plus.

Delta

- 13% of eleot™ observations indicate that students are provided additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs.

Active Learning Environment

Plus

- N/A-- Percentages were not high enough to qualify as a plus.

Delta

- 21% of eleot™ observations reveal that students have several opportunities to engage in discussions with teachers and other students.
- 34% of eleot™ observations reveal that students are actively engaged in learning activities.
- 18% of eleot™ observations reveal that students make connections from content to real life experiences.

Progress Monitoring Learning Environment

Plus

- N/A-- Percentages were not high enough to qualify as a plus.

Delta

- 21% of eleot™ observations indicate that students are asked and/or quizzed about individual progress/learning.
- 24% of eleot™ observations indicate that students respond to teacher feedback to improve understanding.
- 26% of eleot™ observations indicate that students demonstrate or verbalize understanding of the lesson/content.
- 13% of eleot™ observations indicate that students understand that their work is assessed.
- 16% of eleot™ observations indicate that students have opportunities to revise/improve work based on feedback.

Well-Managed Learning Environment

Plus

- 60% of eleot™ observations indicate that students speak and interact respectfully with teacher(s) and peers.

Delta

- 8% of eleot™ observations indicate that students collaborate with other students during student centered activities.

Digital Learning Environment

Plus

- N/A-- Percentages were not high enough to qualify as a plus.

Delta

- 34% of eleot™ observations indicate that students use digital tools/technology to gather, evaluate, and/or use information for learning.
- 16% of eleot™ observations indicate that students use digital tools to conduct research, solve problems, and/or create original works for learning.
- 8% of eleot™ observations indicate that students use digital tools/technology to communicate and work collaboratively for learning.

FINDINGS OF THE INTERNAL REVIEW TEAM

IMPROVEMENT PRIORITY

Indicator: 3.2

Action Statement:

Develop and deploy a complete curriculum of study that is vertically and horizontally aligned. Use data from multiple assessments to adjust curriculum and to drive instructional practices in order to improve student learning. Develop and implement monitoring and feedback systems that ensure that every student is taught from a fully aligned curriculum.

Supporting Evidence:

Student Performance Data

While the school has met its Annual Measurable Objective (AMO) for each of the past two years, the percentage of proficient and distinguished students continues to fall below the state average based on data from PLAN, ACT and End-of-Course assessments. The school is scoring at the 23rd percentile of Kentucky schools.

Classroom Observation Data

Thirty-eight Effective Learning Environment Observation Tool (eleot™) observations were conducted on February 9, 2015. 18% of eleot™ classroom observations indicated differentiated instruction was present in instruction. 18% of eleot™ classroom observations indicated rigorous instruction was present in instruction.

Stakeholder Survey Data

- Nearly two-thirds of the students surveyed were neutral or did not agree that their teachers changed their teaching to meet their learning needs (61.5% were neutral or did not agree). Also, 57.1% of the students surveyed agreed that the school provides them with a challenging curriculum and learning experiences.
- Parent and staff survey data concurred that teachers use multiple types of assessments to measure students' understanding of what was taught (74.0% agree – parents) and to modify instruction and revise curriculum (73.0% agree - staff). Staff survey data also indicated that all teachers in school monitor and adjust curriculum, instruction and assessment based on data from student assessments and examination of professional practice (73.0% agree).

Stakeholder Interviews and review of documents and artifacts

- Interviews indicated that curriculum was not sufficiently developed for use by teachers.
- Interviews further indicated that the curriculum status was not fully realized by the district, indicating a lack of formal monitoring of curriculum processes.
- Interviews also indicated that multiple assessments were not used to drive instruction.
- Curriculum documents reviewed did not show consistency in expectations or a systematic process for curriculum development.

IMPROVEMENT PRIORITY

Indicators: 3.1/3.4

Action Statement:

Provide students with a challenging, equitable curriculum and learning experiences to prepare students for success at the next level. Ensure individualized learning activities for each student that foster learning, thinking and life skills. Consistently monitor instructional practices through a formal process to ensure teachers are teaching the approved curriculum and are utilizing formative assessments to adjust their instruction.

Supporting Evidence:

Student Performance Data

While the school has met its Annual Measurable Objective (AMO) for each of the past two years, the percentage of proficient and distinguished students continues to fall below the state high school average based on data from PLAN, ACT and End-of-Course assessments. The school is scoring at the 23rd percentile of Kentucky schools.

Classroom Observation Data

Thirty-eight Effective Learning Environment Observation Tool (eleot™) observations were conducted on February 9, 2015.

- 18% of eleot™ observations indicated differentiated learning opportunities and activities were provided to meet student needs.
- 35% of eleot™ observations indicated activities and learning tasks are challenging but attainable.
- 11% of eleot™ observations indicated students are asked and respond to questions that require higher order thinking (e.g., applying, evaluating, synthesizing).
- 13% of eleot™ observations indicated students are provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs.

Stakeholder Survey Data

Approximately half of the students surveyed indicated that their school provides challenging curriculum and learning experiences (57.1% agree) and teachers were consistent with that data (78.8% agree). Also, half of the students surveyed indicated that their school prepared them for success in the next school year (51.9% agree) and parents reiterated that with their data (71.7% agree).

Stakeholder Interviews and review of documents and artifacts

- Interviews indicated that the curriculum is not fully developed. While some curriculum discussions have occurred, a vertically aligned curriculum that is used by all teachers is not in place.

- Interviews indicated that systematic procedures to monitor the implementation of and measure the impact of the curriculum are not in place.
- Instructional coaches that function in curriculum areas have now been provided for schools in the district.
- Interviews indicated that students were not ready for successful transition after graduation.
- Interviews indicated formative assessments were not utilized to drive instructional practices.

Attachments:

- 1) Leadership Assessment Addendum

The purpose of this addendum is to provide feedback on progress made in addressing identified Improvement Priorities in the 2012-2013 Diagnostic Review/Leadership Assessment Report for Newport Independent Schools.

Improvement Priority 1: (1.2) Develop system policies and procedures outlining expectations that all schools engage in a systematic, inclusive, and comprehensive process to review, revise, and communicate their purpose for student success that aligns to the district and expresses high expectations for student performance. This includes the identification of procedures and processes to monitor faithful implementation.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Revised mission and vision for the district
- Previous vision and mission
- District slogan
- School board minutes with discussion and adoption of revised mission and vision
- District communications
- Plan for district strategic action planning
- Process for continuous improvement that includes the development and monitoring of CSIPs/CDIP, 30-60-90 day plans, and Quarterly Reports
- School Improvement Training for all school and district administrators
 - Quality Tools for School Improvement Training
 - 30-60-90 day plans for all schools and the district
 - Quarterly Reports for all schools
- School policies

School/District comments:

- The school board and district collaborated to revise the mission and vision statements. Discussions were held at multiple meetings regarding the need to revise the statements to be more focused and understandable for all stakeholders. The necessity for all stakeholders to internalize the vision and mission of the district is important. Consensus and adoption of the revised statements occurred in October 2014.
- Previous vision and mission statements contained so many words stakeholders could not verbalize and/or internalize them.

- For three years, the district has utilized the “We’re About Kids” slogan for all communication and direction purposes.
- Over the past couple of years, the district has focused efforts to improve their communication efforts. Communication efforts are focused on informing all stakeholders of student success, school/district events, school/district purposes and school/district initiatives.
- District administrators have started the preliminary planning for the development of a Strategic Action Plan.
- District administrators are taking steps to improve the school/district improvement planning process. From updating 2013-2014 plans with progress notes, to training on new CSIP/CDIP requirements and a new monitoring and implementation process, the entire improvement planning process has been revised for the district.
- All school and district administrators have been participating in School Improvement Strategy Training that includes 30-60-90 day planning, utilization of quarterly reports for data, and implementation of other quality tools strategies. The District CAO (Chief Academic Officer) and the ERL (Educational Recovery Leader) from the school collaborated to plan and implement this training.
- The Advisory Council at the school has worked to revise policies to lay a foundation upon which to build a foundation for student success.

Team evidence:

See district evidence plus:

- Stakeholder interviews - superintendent, district staff, school staff, parents (4), community members (4), students (16), teachers (6)
- District artifacts, documents and web resources
- Classroom observation data
- Stakeholder survey results (parent, staff and students)

Team comments:

- Interviews indicated that the board and central office staff developed the new district mission and vision statements.
- Interviews and artifacts suggested an increasing focus on high expectations and accountability for performance communicated from the superintendent and district officials.
- eleot™ observations indicated that students knew and strived to meet high expectations in 39% of classrooms.

Improvement Priority 2: (2.6) Design, implement and evaluate the effectiveness of supervision, evaluation, mentoring and support processes focused on developing instructional leadership skills of the high school principal that will ensure continued improvement in student performance and school effectiveness.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- The principal's professional learning
 - Linkage chart
 - PGP's (Professional Growth Plans)
 - PD (Professional Development) certificates and evidence
 - Val-Ed results
 - Teachscape proficiency
 - PPGES (Principal Professional Growth and Effectiveness) site visit and mid-year review
 - NISL (National Institute for School Leadership) evidence
 - Evaluation documentation
 - Sample weekly emails to staff
 - Administrative team meeting minutes
- District CEP (Certified Evaluation Plan) and training materials
- PGES (Professional Growth and Effectiveness System) trainings and support
- Teachscape license for calibration, Focus for teachers, and Reflect for walkthroughs
- School liaison mentoring evidence
- Superintendent leadership advising evidence
- CAO support and collaboration evidence
- Curriculum staff roles and responsibilities
- Special Education Director support for the school
- KASC (Kentucky Association of School Councils) trainings and resources

School/District comments:

- The principal participates in a variety of professional learning and leadership activities.
- The principal has developed a linkage chart with specific goals and data identified to determine if those goals have been met.
- The principal and superintendent work together to determine PGP goals.
- Val-Ed results are reviewed regularly.
- The principal has passed the Teachscape Proficiency assessment.

- The superintendent and CAO have conducted PPGES site visits and a mid-year review.
- The district has provided funding and support for the principal to attend the National Institute for School Leadership (NISL), an Executive Development Program for Instructional Leaders.
- The superintendent has evaluated the principal on a regular basis.
- The principal communicates consistently through weekly staff e-mails.
- Consistent administrative team meetings are held at the school and minutes are kept of each meeting.
- The superintendent provides feedback, coaching, and mentoring through phone conversations, e-mails, walkthroughs, site visits, and meetings. The principal also completed his superintendent certification courses through shadowing and completing his practicum under the supervision of the superintendent. He also provides support for any professional learning opportunities that the principal has interest in attending or aligns with his growth goals.
- The assistant superintendent serves as the school liaison and provides mentoring and support to the administration on a regular basis.
- The Chief Academic Officer provides support and resources to the school in a variety of ways.
- The district CEP was approved by KDE (Kentucky Department of Education) and adopted by the school board in the summer of 2014 and fully aligns with the PGES.
- Multiple trainings have been provided by the district to support and provide guidance for the implementation of all of the PGES components.
- The district has funded additional Teachscape resources to support implementation of PGES including:
 - Teachscape Calibration was purchased for all school and district administrators that are conducting instructional walkthroughs to provide consistent understanding
 - Teachscape Reflect is utilized as our walkthrough instrument that provide feedback to teachers and allows for data analysis
 - Teachscape Focus is utilized for all Instructional Coaches, Peer Observers, and KTIP (Kentucky Teacher Internship Program) resource teachers to build their knowledge on the Framework for Teaching
- The district has defined the roles and responsibilities of the curriculum department to clarify the support provided to all schools.
- The district funded KASC Domain 3 strategy training for all school administrators and instructional coaches. Additionally, KASC resources have been provided for K-PREP analysis, program reviews and PGES.
- The Special Education Director has provided support to the school by conducting walkthroughs, working with PLCs, and consulting with teachers as needed.

Team evidence:

See district evidence plus:

- Stakeholder interviews
- District artifacts
- Classroom observation data
- Stakeholder survey results

Team comments:

- District leadership has provided numerous growth opportunities for the high school principal, including: specific mentoring relationships, diagnosis of his growth needs and application of necessary supports, additional staff to provide curriculum, technology and leadership assistance.
- The district provides a liaison to the high school to consistently facilitate support and communication.

Improvement Priority 3: (3.1) Redesign and refine practices for curriculum development in each course/class that provides all students with rigorous and equitable opportunities to cultivate learning skills, thinking skills, and life skills. Ensure that vertical alignment of rigorous learning expectations exists in all content areas and grade levels. Provide clear processes that enable teachers to individualize/personalize learning activities that support achievement expectations and that prepare all students for the next level of learning.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Sample curriculum documents from all core areas
- PLC documents
 - PLC Protocol
 - PLC Leader Protocol Notebook
 - PLC Weekly Protocol Outlines
 - PLC Training PowerPoint
- District plan for PLC Vertical Alignment Day in March 2015
- Walkthrough information from the school
 - Walkthrough instrument and data from August 2014-September 2014
 - School walkthrough schedule
 - Teachscape walkthrough data from the school and district walkthroughs since October 2014
- iPad agreement
- iPad implementation evidence

- Book room feedback documentation
- Lesson plan Look Fors
- Sample lesson plans
- Learning target check
- The school's Special Education Overview
- District Move-Up Day for Transitioning

School/District comments:

- The high school has been in the process of revising and updating their curriculum documents.
- The school's PLC documents outline each part of the PLC process at the school.
 - The PLC Protocol outlines what is to occur during each week of the PLC cycle, with question based on the work of DuFour (PDSA).
 - The PLC Leader Protocol Notebook provides expectations for the leader of each PLC.
 - The PLC Weekly Protocol Outlines provide a breakdown of each week's protocol. It provides space for attendance, note taking and responding to the DuFour questions.
 - The PLC Training PowerPoint was used during the PLC of all teachers at the school. The PowerPoint outlines the protocol and processes to be used at the school.
- The district is planning to address curriculum documents and pacing guides across all schools through implementation of their current CDIP (Comprehensive District Improvement Plan).
- Through planning at the Administrative Retreat in August 2014, a collaborative decision was made to have a Vertical Alignment PLC Day in March 2015. The district has started the planning process for this day to ensure success.
- Walkthrough information for the school and the district has been more deliberate during the 2014-2015 school year.
 - Initial walkthrough data from the school was based on a document created at the school level prior to implementation of the district walkthrough process.
 - The school was deliberate in the planning process for walkthroughs by creating a schedule for walkthroughs.
 - Teachscape Reflect walkthrough data indicates a focus on walkthroughs at the school from both the school and district level.
- With the 1:1 iPad Initiative, collaborative efforts between the district and school to plan, develop, implement, and monitor the process have been established. The school developed an agreement that all students sign and agree to regarding the use of the iPads. Multiple trainings have been provided to help the teachers learn how to utilize the technology to meet the needs of their students.
- The district has made a concerted effort to provide quality ELA (English Language Arts) resources to teachers to help individualize instruction in their classes. The book rooms were established a couple of years ago in each of the schools but now we are at the point of adding additional resources and improving them for more effective use by

teachers.

- Prior to iPad implementation, numerous meetings were held for planning purposes.
- The school has developed lesson plan “Look Fors” that are to be included in all lesson plans.
- Lesson plans are reviewed and feedback is provided based on these Look Fors.
- Learning target checks are conducted on a regular basis.
- The special education department at the school employs fully certified special education teachers and offers a variety of supplemental services to meet the needs of students.
- A district-wide Move-Up Day has been held since spring of 2013. This provides students district-wide with an opportunity to visit their teachers and school for the upcoming year. This is done to alleviate the fears involved with transitioning to a new teacher, grade and building.

Team evidence:

See district evidence plus:

- Stakeholder interviews
- District artifacts
- Classroom observation data
- Stakeholder survey results

Team comments:

- Interviews indicated that the curriculum is not fully developed. While some curriculum discussions have occurred, a vertically aligned curriculum that is used by all teachers is not in place.
- Interviews indicate that systematic procedures to monitor the implementation of and measure the impact of the curriculum are not in place.
- Instructional coaches that function in curriculum areas have now been provided for schools in the district.

Improvement Priority 4: (3.2) Develop new procedures to ensure that (1) all students across the system receive challenging and equitable opportunities to develop learning skills, thinking skills and life skills that will ensure success at the next level, (2) like courses/classes have equivalent learning expectations, (3) differentiated learning activities are provided consistently, (4) curriculum, instruction and assessment throughout the system are aligned and adjusted in response to data from multiple sources.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to

		this deficiency.
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School/District evidence:

- Revised MAP cut scores for all schools that align with the NWEA (Northwest Evaluation Association) Linking Reports
 - K-8 cut scores aligns with NWEA Kentucky Linking Report
 - 9-12 cut scores aligns with NWEA ACT Linking Report
 - The newly aligned cut scores allow schools to have more accurate data while also eliminating the moving target of what proficiency really is
- RtI Evidence
 - RtI district manual
 - 2013-2014 district RtI reports
 - ABRI (Academic and Behavioral Response to Intervention) contract
 - READ 180
 - School RtI plan
 - School EPAS (Educational Planning and Assessment System) intervention plan
- READ 180 training information
- School CCR RtI class information
- School PLC agenda from January 16, 2015 where they revised their curriculum documents for the spring semester
- Revised Algebra I curriculum documents
- Vertical PD/PLC evidence
 - Administrative retreat agenda where K-12 teachers presented on best practices
 - Carnegie Vertical Arts PD
 - NMS (Newport Middle School) and NHS (Newport High School) Toyota Project
 - Plan for March 2015 PLC Vertical Alignment Day
- District school calendar showing the commitment to professional learning through the inclusion of five PLC days
- Newport intervention services
- The school's special education related services
- Program Review evidence:
 - 2013-2014 Program Review self-audit information
 - 2014-2015 Program Review monitoring information
- District Move-Up Day for Transitioning

School/District comments:

- The district collaborated with the schools to revise the MAP cut scores in the fall of 2014 to align with the NWEA (Northwest Evaluation Association) Linking Reports. Previous cut scores changed with each testing cycle and were always a moving target for stakeholders. With the new cut scores, stakeholders are well aware of what the score needs to be for proficiency.
- The district has an RtI (Response to Intervention) manual and reports have been completed in previous years to monitor the progress of each school. The district is planning to revise some of the current RtI processes for clarity.

- Each school has RtI offerings to meet the needs of their students. The school utilizes their CCR (College and Career Readiness) classes as part of their RtI plan. They also have READ 180 for Tier 3 ELA instruction.
- On January 16, 2015, the PLC at the school included activities for teachers to revise their curriculum documents for the spring semester. The high school has also been working with their math department to thoroughly revise and update their math documents.
- As a district, we are planning to implement training this spring and summer to revise and update all K-12 curriculum documents and pacing guides as part of our CDIP work.
- The district has made a more intentional effort to provide vertical professional learning experiences for our staff, including:
 - K-12 teachers presented at admin retreat
 - Carnegie Arts PD
 - Toyota Project for Newport Middle School (NMS) and Newport High School (NHS)
 - March 2015 PLC Vertical Alignment PLC Day
- For the past two years, the district has provided five PLC days within the school calendar for teachers to participate in professional learning experiences.
- ABRI (Academic and Behavioral Response to Intervention) has worked with the district to support PBIS (Positive Behavioral Interventions and Supports) throughout the district.
- Read 180 training was conducted for NMS and NHS teachers in the fall of 2014.
- The school has developed an RtI plan.
- The school has also developed an EPAS Intervention Plan.
- The district offers special education related services to meet the needs of students.
- During the 2013-2014 school year, school conducted self-audits of their Program Reviews. For the 2014-2015 year, Program Review monitoring visits are being conducted three times during the year.
- A district-wide Move-Up Day has been held since spring of 2013. This provides students district-wide with an opportunity to visit their teachers and school for the upcoming year. This is done to alleviate the fears involved with transitioning to a new teacher, grade and building.

Team evidence:

See district evidence plus:

- Stakeholder interviews
- District artifacts
- Classroom observation data
- Stakeholder survey results

Team comments:

- 18% of eleot™ classroom observations indicated differentiated instruction was present in instruction.
- 18% of eleot™ classroom observations indicated rigorous instruction was present in instruction.

- Interviews indicated that curriculum was not sufficiently developed for use by teachers. Interviews further indicated that the curriculum status was not fully realized by the district, indicating a lack of formal monitoring of curriculum processes.

Improvement Priority 5: (3.3) Develop a systemic approach to improving teachers' capacity to actively engage students in their learning that will ensure achievement of learning expectations. Consider implementing improvement planning initiatives that align professional development, use of mentoring and PLC supports, and procedures for more consistent monitoring of results including student perception data.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Professional learning experiences that have been provided are:
 - Apple PD at the school
 - Apple Vanguard training
 - District Apple PD
 - District new teacher induction training
 - New teacher training
 - PD at each school
 - Expert 21 training
 - READ 180 training
 - NGSS (Next Generation Science Standards) training
 - PIMSER (Partnership Institute for Math and Science Education Reform) short course training
 - Shipley training for district administrators
 - PGES trainings regarding all components
 - Leadership Network training opportunities
 - KLA (Kentucky Leadership Academy), ISLN, (Instructional Support Leadership Network), River City Science, CBB (Conceptual Building Blocks) Math, etc.
 - KASC Domain 3 strategy training
 - KASC trainings and resources
 - First Days of School training
 - CINSAM (Center for Integrative Natural Science and Mathematics)
 - Safe Crisis Management training
 - Special education trainings
- PLCs at each school

- Five PLC days are built into the school calendar
- Each school conducts weekly PLC during the school day with their teachers
- Special education PLCs
- Both school and district administrators have participated in school visits
- High yield strategies
- Lesson plan Look Fors
- Master schedule
- Class load report
- SIG (School Improvement Grant) amendments
- Lesson plan review feedback
- Special education teacher schedules
- Student survey data from 2012 and 2014

School/District comments:

- Professional learning experiences are now being provided to address a wide range of content areas and school improvement strategies. Opportunities are being provided for teachers K-12 to participate in professional learning opportunities to meet unique needs of their content and professional growth.
- Apple PD has been provided to all teachers at the school. Teachers have received training in creation of iTunes courses, iMovie, effective use of apps and strategies for 1:1 iPad implementation.
- Apple Vanguard Training has been provided for select teachers at the school during the 2013-2014 school year. Selected teacher at NPS (Newport Primary School), NIS (Newport Intermediate School) and NMS (Newport Middle School) were provided training during the 2014-2015 school year. These teachers have been identified as 'lead' teachers at these three buildings. They will be responsible for leading the iPad initiatives within each building.
- New teacher trainings are being offered at the district level. Topics include classroom management, instructional strategies and meeting the needs of all students.
- The district has provided Apple professional development as part of the district iPad initiative.
- The school provides new teacher training to all new teachers.
- Professional development plans at each school are based on data.
- Expert 21 training was provided to teachers at Newport Middle School.
- READ 180 training was provided to intervention teachers from Newport High and Middle Schools during the fall of 2014.
- NGSS training for instructional coaches has been provided. This training provided all instructional coaches an overview of the standards and how they are developed around practices, concepts and disciplinary core ideas. Coaches also began to familiarize themselves with the four disciplinary idea domains.
- Teachers across the grade levels attended PIMSER short courses offered on disciplinary core ideas such as waves and properties of matter.
- District administrators attended Shipley training on systems and processes. The district

has begun training district-wide on the improvement planning process using 30-60-90 day plans.

- PGES training has been conducted for all components of the process. KCAS provided growth goal training, CAO provided training on additional components.
- Teachers and administrators across the district participate in KLA, ISLN, River City Science, CBB Math, and other professional learning opportunities.
- KASC provided training to instructional coaches and administrators on implementing instructional strategies specific to supporting Domain 3 of TPGES. Coaches and administrators then shared specific Domain 3 strategies with teachers in their buildings.
- KASC resources have been provided for K-PREP analysis, program reviews and PGES.
- Professional learning communities are functioning at each school.
- Five additional days for PLCs were built into the 2013-14 and 2014-15 school calendar.
- PLCs also meet on a weekly basis at of the four schools in the district.
- Administrators and district leaders have visited schools and districts across the state. School and district visits have been to gain insight regarding school improvement (Hub schools) and 1:1 iPad implementation.
- Training on High Yield Strategies was conducted at the school. These research-based strategies were determined to have high impact on student achievement and expectations were given as to their implementation in classroom instruction.
- The school has established lesson plan Look Fors. Feedback is provided to teachers based on these Look Fors.
- The school has a master schedule that allows for content areas to have PLC during a common time.
- With class sizes less than most average high school classes, the needs of students should be more easily met.

Team evidence:

See district evidence plus:

- Stakeholder interviews
- District artifacts
- Classroom observation data
- Stakeholder survey results

Team comments:

- 34% of classroom eleot™ observations indicated that students were actively engaged in instruction.
- Interviews indicate that numerous professional development activities have been offered to improve teacher practice. However, classroom practice does not consistently reflect engagement that will allow students to meet their learning expectations.
- Technology supports are in place including a one-to-one iPad initiative. However, 16% of eleot™ classroom observation indicated students use digital tools/technology to conduct research, solve problems, and/or create original works for learning and 8% of

students use digital tools/technology to communicate and work collaboratively for learning

- PLCs are in place at the high school; instructional coaches are involved and the district is monitoring.

Improvement Priority 6: (2.6 & 3.4) Develop a monitoring and evaluation system that formally and consistently monitors district instructional practices through supervision procedures that ensure (1) alignment to the system's values and beliefs about teaching and learning, (2) implementation of the approved curriculum, (3) engagement of students in the oversight of their learning, (4) use of research-aligned professional practice.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- District communication with schools regarding PGES and walkthroughs
- Walkthrough information from the school
 - Walkthrough instrument and data from August 2014-September 2014
 - School walkthrough schedule
 - Teachscape walkthrough data from the school and district walkthroughs since October 2014
 - District walkthrough feedback to teachers
- Walkthrough monitoring e-mail
- 2013 Learning Walks information
- PLC documents
 - PLC protocol
 - PLC Leader protocol notebook
 - PLC weekly protocol outlines
 - PLC training PowerPoint and agendas
 - PLC team lead roles and responsibilities
 - PLC team lead notebook review
- District CEP
- School CEP training for all teachers
- PGES trainings that were conducted in the district to address all PGES components
- KASC PGES training that was conducted at NPS, NIS, and NMS in August 2014
- KASC trainings and resources
- Teachscape license for Calibration, Focus for teachers, and Reflect for walkthroughs
- School benchmark sample sets

- School assessment protocol
- School learning target check sample
- Lesson plan review feedback
- Feedback evidence
- GradeCam

School/District comments:

- District administration has provided information regarding PGES training opportunities within the district, assistance and support. Reflections completed after trainings were shared with building administrators. Walkthrough information has also been shared with principals.
- Walkthrough information for the school and the district has been more deliberate during the 2014-2015 school year.
- Initial walkthrough data from the school was based on a document created at the school level prior to implementation of the district walkthrough process.
- The school was deliberate in the planning process for walkthroughs by creating a schedule for walkthroughs.
- Teachscape Reflect walkthrough data indicates a focus on walkthroughs at the school from both the school and district level.
- District walkthrough feedback has been provided to teachers via e-mails and/or Teachscape Reflect.
- The CAO monitors walkthrough data and communicates that information through e-mails and cabinet meetings.
- In 2013, a plan began for Learning Walks. However, the plan was not implemented with fidelity and communicated to district and school leadership.
- PLC Documents outline each part of the PLC process at the school.
 - The PLC protocol outlines what is to occur during each week of the PLC cycle, with questions based on the work of DuFour (PDSA).
 - The PLC Leader Protocol Notebook provides expectations for the leader of each PLC.
 - The PLC weekly protocol outlines provides a breakdown of each week's protocol. It provides space for attendance, note-taking and responding to the DuFour questions.
 - A PLC training PowerPoint was used during the PLC of all teachers at the school. The PowerPoint outlines the protocol and processes to be used at the school.
- The school district adopted full implementation of PGES beginning in 2014-2015. Revision of the district CEP is planned for upcoming school year.
- All district teachers have been trained in the district CEP, including documentation and timelines.
- PGES training has been conducted throughout the district on all components of the PGES. Training has included maneuvering through CIITS, understanding documents of the CEP and effective conferencing.

- KCAS provided training at NPS, NIS and NMS on writing student growth goals in August 2014. This was an intensive all day training prior to the start of the year.
- The district funded KASC Domain 3 Strategy training for all school administrators and instructional coaches. Additionally, KASC resources have been provided for K-PREP analysis, program reviews and PGES.
- Teachscape licenses were purchased for administrators to calibrate if they had previously passed the proficiency assessment. Reflect for Walkthroughs was purchased district-wide for walkthroughs and Focus for Teachers was purchased to support peer observers. Additional training was conducted for peer observers by the CAO.
- The school has benchmark assessments for courses. Once administered, they are analyzed by class and brought to PLC.
- The school has designed and implemented an assessment protocol.
- The school has devoted time to training and writing of learning targets to be used in all classrooms.
- Learning target checks are conducted on a regular basis.

Team evidence:

See district evidence plus:

- Stakeholder interviews
- District artifacts
- Classroom observation data
- Staff survey results

Team comments:

- Interviews indicate that district personnel complete periodic walkthroughs in high school classrooms. Staff surveys indicate that staff is held accountable for student learning. The district has provided instructional coaches for schools. However, the district does not have a complete approved curriculum in use in classrooms. Rubrics were not seen in use by students in classrooms, indicating that students are not fully engaged in oversight of their own learning.

Improvement Priority 7: (3.5) Develop policies, practices and conditions that will enable the system to operate as a collaborative learning organization through structures that support improvement in instruction, student learning, and the conditions that support learning at all levels of the organization including system divisions.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to

		this deficiency.
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School/District evidence:

- District calendar showing five PLC days
- Leadership Network participants
 - ISLN
 - KLA
- Teachscape evidence including:
 - Licenses for Calibration, Focus, and Reflect
 - KDE correspondence regarding use of Teachscape in our district
- District assessment calendars for the past two years
- School assessment calendar
- BAC (Building Assessment Coordinator) meeting minutes
- Curriculum planning meeting agendas for 2014-2015
- Instructional planning meeting information for 2014-2015
- District Cabinet meeting agendas and information
- District Administrative Retreat agendas for the past two years
- CCR Coach and Instructional Coach job descriptions
- School special education related services
- 21st Century evidence
- ESS (Extended School Services) and CCR grant report
- ILP (Individual Learning Plan) evidence
- School ILP completion reports
- NMS ILP Plan
- NTA (Newport Teachers Association) master agreement
- District Move-Up Day for transitioning
- Staff survey results from 2012 and 2014

School/District comments:

- Five additional days were added to the 2013-2014 and 2014-2015 school calendar to be used for PLC work. These days were strategically placed in the calendar for work on data and vertical curriculum alignment.
- Leadership from all schools and the district office participate in KLA and/or ISLN networks. These networks have been beneficial in providing relevant information regarding PGES and common core standards information from KDE.
- Teachscape is used for several purposes in the district. Teachscape is used for calibration and Reflect is used for walkthroughs. Focus was purchased for teachers working with the peer observer process. KDE recently contacted the district to learn more about how Reflect was being used with peer observers.
- District assessment calendars are used to ensure assessment windows are used consistently throughout the district. The assessment calendar also keeps stakeholders informed throughout the year of dates to remain 'open' for assessment purposes. All

efforts are made to refrain from scheduling any conflicting events in the district during assessment windows.

- The school has also developed an assessment calendar that is shared with teachers.
- BAC meetings are held throughout the year to keep BACs informed regarding assessment cleanup, testing updates and other pertinent information.
- Regular curriculum planning meetings began during the 2014-2015 school year. The CAO, curriculum coordinator and supervisor of curriculum meet regularly to discuss and solve issues relative to curriculum, instruction and assessment in the district.
- The CAO, curriculum coordinator and supervisor of curriculum meet to plan for instructional coach meetings, which also began in the 2014-2015 school year.
- Weekly cabinet meets are held at the district level, curriculum issues are at the district with the superintendent's cabinet as this does include curriculum, finance and all other departments.
- Administrative retreats are held during the summer each year. Curriculum is a focal point of each retreat.
- A CCR coach was hired at the school beginning in the fall of 2013. The primary role of the CCR coach is to work with students and teachers to increase college and career readiness at the school. All schools in the district now have instructional coaches.
- A variety of special education related services are offered to students in the district.
- 21st Century data supports that participating students maintained their grades at a level higher than the Kentucky middle school/high school average.
- ESS and CCR grant report expenditures were utilized for math and English enrichment, college readiness enrichment, Freshman Boot Camp and dual credit courses. Additional items were also included in the report.
- At the school, ILP completion for the 2012-2013 school year was 99%, the 2013-2014 completion rate was 100%, and the goal for 2014-2015 is 100% completion.
- A Newport Teacher Association contract was negotiated during the spring of 2013. The master agreement between the board and teacher association will be in effect from July 1, 2013 until June 30, June 30, 2016.
- A district-wide Move-Up Day has been held since spring of 2013. This provides students district-wide with an opportunity to visit their teachers and school for the upcoming year. This is done to alleviate the fears involved with transitioning to a new teacher, grade and building.

Team evidence:

See district evidence plus:

- Stakeholder Interviews
- District artifacts
- Classroom observation data
- Stakeholder survey results

Team comments:

- Interviews and artifacts indicate that professional learning communities are in place at the high school. A professional learning community protocol is in place utilizing a Plan Do Study Act (PDSA) format. Agendas and minutes from PLC meetings do not always reflect the PDSA format. Instructional coaches participate and support PLC work and district leadership monitors PLC work.

Improvement Priority 8: (3.6) Design, implement and evaluate the effectiveness of a district-wide instructional process that: (1) clearly informs students of learning expectations and standards of performance, (2) provides exemplars to guide and inform students, (3) includes the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction, and (4) ensures students are provided timely feedback about their learning.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- CCR tracking spreadsheet
- School CCR graduation policy
- CCR coach job description
- School course catalog
- School classroom assessment policy
- Learning target checks
- Lesson plan Look Fors
- High yield strategies
- Sample Syllabi
- Learning target PD
- CCR celebrations evidence
- Testing reward assembly at the school
- ACT preparations at the school
- CCR data from NMS and NHS over the past few years
- CCR September 2014 school board report
- Assessment protocol
- Feedback evidence

School/District comments:

- All seniors are tracked on a CCR tracking spreadsheet. At any given time during the year, the status of a student's CCR status can be checked.

- The school has adopted a CCR graduation policy that requires seniors to be CCR-ready in order to ‘walk’ at graduation ceremonies.
- A CCR coach was hired at the school. The role of this coach is to meet with all juniors and seniors to ensure they are on target to graduate College-and Career-Ready.
- The school’s course catalog provides a description of each course, prerequisites required and general class expectations. Topics to be covered, strategies used and more specific requirements may be outlined.
- The school has adopted a policy on classroom assessment that outlines assessment types and how they will be used in classrooms. Parent communication of assessment results is also addressed in this policy.
- The school has implemented a four square learning target check.
- Lesson plan Look Fors have been established for teachers and are monitored on a consistent basis. Feedback is provided to teachers regarding these Look Fors.
- Research-based high yield strategies for instruction have been identified by the school. Teachers on a consistent basis are implementing these strategies.
- Sample syllabi outline courses at the elementary school.
- Professional development has been provided on effective use of learning targets in the classroom. Learning target checks are conducted and feedback is provided to teachers through the lesson plan Look Fors.
- CCR celebrations celebrate those students who have achieved college and/or career readiness. Celebrations include e-mails to faculty and staff to congratulate specific students and a CCR banner signing.
- A testing reward assembly is held to recognize students for reaching high school benchmarks and CCR goals.
- ACT practice tests are given during the fall at the school.
- CCR data from NMS and NHS over the last three years indicates a steady increase. CCR data is shared with the district board on a regular basis.
- The school has designed and implemented an assessment protocol.

Team evidence:

See district evidence plus:

- Stakeholder interviews
- District artifacts
- Classroom observation data
- Stakeholder survey results

Team comments:

- eleot™ observations indicated that exemplars were observed in use in only 8% of classrooms.
- eleot™ observations indicated that students were quizzed about their learning (formatively assessed) in 21% of classrooms.

- eleot™ observations indicated that students demonstrates or verbalized understanding of the lesson/content in 26% of classrooms.
- Interviews indicated that the use of formative assessments was a growth area for the district.

Improvement Priority 9: (3.8) Design, implement and evaluate programs that provide meaningful engagement of families in their children’s learning process and provide them with multiple ways of staying informed of their children’s learning progress. Use the “Missing Piece” and other resources available through the Prichard Committee to guide the development of these programs.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- District communications
- District calendars for parents and community
- Ways Newport displays the slogan, “We’re About Kids”
- Konversations with Kelly
- District home visits
- District and school webpages
- Newport schools app
- Twitter evidence
- Facebook evidence
- Wildcat channel
- Community listservs
- *The Voice*: East Row Community Newsletter articles
- The Newporter newsletter from the school
- Middle school newsletters
- Nutrition and Physical Activity Report Card
- School parent surveys 2013
- School parent surveys 2014
- District school calendar survey questions
- Back to School Bash
- Missing Piece Diagnostic
- Senior awards
- Spring and fall sports banquet
- Classified advisory meetings

- Kelly's Kids meetings
- District Move-Up Day for transitioning
- 21st Century family engagement evidence

School/District comments:

- The district has identified a wide range of methods to communicate with a variety of stakeholders.
- A district calendar has been published for the last three years and provided to each family, as well as local businesses and other community partners. The calendar lists district and school events, while highlighting each school in the district.
- Newport's slogan, "We're About Kids" appears in a variety of locations throughout the district. "We're About Kids" can be found at the bottom of district e-mails, the district webpage, t-shirts provided to teachers worn on home visits, and other items provided to faculty and staff.
- Konversations with Kelly were hosted during the fall of 2013. Community stakeholder conversations were held with the superintendent at five key locations in the city.
- Home visits have begun in the district, however with the start of the 2014-2015 school year, home visits started with a district-wide kick-off day. The event featured breakfast and lunch provided to participating teachers by local businesses. Teachers were provided t-shirts to wear, thus making it "Home Visit Day" in Newport!
- District and each school webpages are kept up-to-date. Each page features a calendar of events, photos of recent events and announcements of special interest. Information sharing with community partners also takes place.
- In August of 2014, the district launched its app. To date, there have been just over 1,100 downloads. The app has many of the same features as the district webpage.
- District administrators, all principals and assistant principals have Twitter accounts. It is the expectation that all leadership will 'tweet' on a regular basis to share information regarding the schools.
- The district, district food service, the school, and Newport Independent Schools Drama all maintain Facebook pages.
- The Wildcat channel is a local cable channel highlighting district and school events and information.
- The district provides information to three community listservs that reach approximately 900 people.
- Articles about the district are published regularly in *The Voice*, the newsletter of the East Row Community.
- *The Newporter*, the newsletter of the school, is published monthly.
- The middle school also published a monthly newsletter.
- The Nutrition and Physical Activity Report Card provides information to parents regarding their child's amount of physical activity of nutrition while at school.
- The school conducted parent surveys during 2013 and 2014.
- For the past three years, parent surveys have been conducted via the district webpage to receive input on the upcoming year's school calendar.

- In past years, each school was responsible for hosting their own back to school events. In August of 2014, the district pooled resources to host one Back-to-School Bash at the school's football field. This provided an opportunity for all schools and district support staff (transportation, food service, etc.) to meet and greet parents, students and the community at one time and one central location.
- The school completed *The Missing Piece Diagnostic* as part of the CSIP (Comprehensive School Improvement Plan) process.
- Seniors awards nights are held each year to recognize the accomplishments of seniors.
- Sports banquets are held in the fall and spring to recognize the accomplishments of student athletes.
- A district-wide Move-Up Day has been held since spring of 2013. This provides students district-wide with an opportunity to visit their teachers and school for the upcoming year. This is done to alleviate the fears involved with transitioning to a new teacher, grade and building.

Team evidence:

See district evidence plus:

- Stakeholder interviews
- District artifacts
- Classroom observation data
- Stakeholder survey results

Team comments:

- Interviews indicated that the district is aggressively communicating with parents in order to involve them in their child's learning.
- Multiple communication strategies are leveraged.
- Parents discussed understanding of Measures of Academic Progress (MAP) assessments for their children.

Improvement Priority 10: (3.10) Develop a grading and reporting system based on clearly defined criteria that represent the attainment of standards-based content knowledge and skills consistent across grade levels and courses.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- School course catalog
- CCR graduation policy

<ul style="list-style-type: none"> • Student Grades and Assessment policy • School graduation requirements • Graduation policy • School board graduation policy • PLC evidence of grading discussions
<p>School/District comments:</p> <ul style="list-style-type: none"> • The course catalog provides a description of each course, prerequisites required and general class expectations. Topics to be covered, strategies used and more specific requirements may be outlined. • The school has adopted a CCR graduation policy that requires seniors to be CCR-ready in order to ‘walk’ at graduation ceremonies. • The school has adopted a Grades and Assessment policy that outlines grade measures, deadlines, academic honesty and other vital parts of grading and assessment. • PLCs at the school discuss grading practices.

<p>Team evidence:</p> <p>See district evidence plus:</p> <ul style="list-style-type: none"> • Stakeholder interviews • District artifacts • Classroom observation data • Stakeholder survey results
<p>Team comments:</p> <ul style="list-style-type: none"> • Interviews indicate that additional curriculum work must be completed before standards-based grading can be introduced. • Learning targets were observed in classrooms, but formative assessments to measure mastery of standards and learning targets were not observed. • eleot™ observations indicated that students understand how their work is assessed in only 13% of classrooms.

Improvement Priority 11: (5.4) Create policies and procedures that will ensure data generated by the comprehensive assessment system are consistently used to drive a process of continuous improvement resulting in verifiable improvement in student learning including readiness for and success at the next level.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- District School Report Card analysis
 - Overall scores and rankings
 - Achievement, GAP, and Growth analysis
 - CCR and graduation rate analysis
 - Analysis talking points
 - Northern Kentucky school rankings
- District progress and data analysis presentation
- Board meetings and minutes that included information about data analysis
- CAO board reports
- 2014-2015 2nd Quarterly Report
- CCR tracking spreadsheet
- KASC “Studying Your Scores” analysis packet with data included
- National Clearinghouse Data Report for the school
- Special education data analysis
- Brigrance data
- MAP Assessment
 - NWEA national norms
 - 2013-2014 cut scores
 - NWEA KY Linking Report
 - 2014-2015 K-8 cut scores
 - NWEA ACT Linking Report
 - 2014-2015 9-12 cut scores
- MAP data analysis
 - School snapshots
 - Primary school teacher MAP goal planning sheet
- Data tracking sheets from all schools
- Data cards and data rooms
 - 2013-2014 data cards
 - 2014-2015 K-8 data cards and 9-12 data cards
 - NIS and NMS data room information
- 2014 KPREP assessment schedule
- District assessment calendar
- School assessment calendar
- Fall 2014 testing plans information and expectations
- GradeCam information
- Practice ACT analysis
- Learning checks from all schools
- NIS assessment best practices
- NIS assessment transition plan
- Running record form

School/District comments:

- The district completed a detailed data analysis of the school report card that included:
 - Overall scores and rankings
 - Achievement, Gap and Growth analysis
 - CCR and graduation rate analysis
 - Analysis talking points were also included
- The district has a progress and data analysis presentation that includes information regarding not only assessment information, but finance and enrollment information as well.
- Data analysis information regarding assessment is shared on a regular basis through at board meetings. Principals share K-PREP data when it is released and MAP data is shared at the close of each MAP window.
- CAO board reports provide information regarding recent assessments and updates on upcoming assessments.
- A CCR coach was hired at the school. The role of this coach is to meet with all juniors and seniors to ensure they are on target to graduate College-and Career-Ready. The coach uses the CCR tracking sheet to monitor their CCR readiness.
- The school has used the KASC tool “Studying Your Scores” to analyze their assessment data.
- The district has participated in and received the National Clearinghouse Data Report for the school.
- The special education department analyzes data as well. They review their One Year Out information, EOC and additional data to determine the effectiveness of their program.
- Brigrance data is analyzed to determine the effective of the district’s preschool program and to determine areas of strength and potential growth (cognitive, language, physical).
- During the 2014-2015 school year, the school/district realigned their MAP cut scores. Previously, scores were aligned for each assessment window. The current alignment shows scores that are consistent with a proficiency goal at the end of the year. This provides teachers and students with one goal to focus us rather than a different goal each MAP window.
- At the close of each MAP window, schools complete a MAP Snapshot. This Snapshot requires schools to complete an in-depth analysis of their MAP scores by grade level and RIT (Rasch unit) band. Schools also include celebrations, areas for improvement, other data analyzed, RtI plans based on scores, initiatives of PD/PLCs based on data, and district needs.
- NPS teachers use a MAP goal planning sheet.
- Each school uses data tracking sheets to track individual student data. All teachers track individual students in their classes throughout the year and submitted to principals on a regular basis.
- Data cards and data rooms are used in each school. Every student in the district has a data card with his or her personal assessment information. Data cards are then placed in data rooms for each school to get a visual representation of where their students are

academically. Schools have their PLC meetings where data rooms are located. This puts the focus on data and students at all times!

- K-PREP assessment schedules are submitted to the CAO/DAC for review.
- District assessment calendars are used to ensure assessment windows are used consistently throughout the district. The assessment calendar also keeps stakeholders informed throughout the year of dates to remain 'open' for assessment purposes. All efforts are made to refrain from scheduling any conflicting events in the district during assessment windows.
- The school has also developed an assessment calendar that is shared with teachers.
- For the fall 2014 assessment window, information and expectations were sent to the CAO/DAC for review and feedback.
- The school administered a practice ACT in the fall of 2014 and analyzed the results.
- Learning checks in are conducted in all schools and data from those learning checks are analyzed.
- NIS has adopted an assessment best practices document and uses an assessment transition plan.
- Running record forms are used for reading by classroom teachers at the primary school.

Team evidence:

See district evidence plus:

- Stakeholder Interviews
- District artifacts
- Classroom observation data
- Stakeholder survey results

Team comments:

- Interviews indicate that data is collected and analyzed to drive continuous improvement.
- Data walls/cards/"war rooms" exist to collect and display student data for analysis.
- Observations of classroom practice did not indicate evidence of a culture of continuous verifiable improvement for all students.